

GRADE 11 STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

11.LD-D.1. Participate productively in self-directed teams for a particular purpose, including ensuring a hearing for a range of positions, tolerating ambiguity and a lack of consensus when necessary, consulting texts as sources of ideas, acknowledging the ideas and contributions of individuals in the group, and completing the task in a timely fashion.

Example: Students work as a group to prepare to participate in a mock city council meeting. They research current issues and use evaluation guidelines developed by the National Issues Forum to identify, analyze and evaluate the rules used in a formal or informal government meeting.

QUESTIONING, LISTENING, AND CONTRIBUTING

11.LD-Q.2. Analyze differences in responses to focused group discussion in an organized and systematic way.

11.LD-Q.3. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker's key points, arguments, evidence, organization of ideas, delivery, diction, and syntax.

Example: Evaluate a famous political speech, such as Abraham Lincoln's Gettysburg Address or John F. Kennedy's 1960 inaugural address, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.

11.LD-Q.4. Analyze types of arguments used by the speaker, including argument by causation, analogy, authority, emotion, and logic.

Example: Students examine Brutus's eulogy in Julius Caesar and Cassius's plea to Brutus (the "underlings" speech) in Caesar as strong examples of persuasion within a play through a character's monologue.

ORAL PRESENTATION

11.LD-O.5. Create a rubric (scoring guide) based on categories generated by the teacher and students (content, organization, presentation style, vocabulary) to prepare, improve, and assess the presentations listed in this section.

11.LD-O.6. Deliver formal presentations that exhibit a logical structure appropriate to the audience, context, and purpose; communicate group-related ideas; maintain a consistent focus, including smooth transitions; and support judgments through the effective and accurate use of evidence and well-chosen details.

Example: Deliver formal speeches on topics related to the books students are reading. They might use these speeches as springboards for paper topics.

VOCABULARY DEVELOPMENT

11.LD-V.7. Apply knowledge of Greek, Latin, or other linguistic roots and affixes to draw inferences about the meaning of specialized vocabulary (e.g., antecedent, antebellum, circumference, millennium, millimeter, amphibian, heterogeneous, perimeter).

11.LD-V.8. Identify the meanings of metaphors based on common literary allusions and conceits.

Example: Students learn the meaning and origins of common literary allusions such as "Scrooge," "house of glass," "fiddling while Rome burned," "Polyanna," "patience of Job," "Achilles' heel," "Damocles' sword," "crossed the Rubican," "tilting at windmills," and "Pandora's box."

11.LD-V.9. Use general and specialized dictionaries, thesauri, glossaries, or related references as needed.

Strand: Informational Text (Continue to address earlier standards as needed and as they apply to more difficult text.)

EXPOSITORY TEXT

11.IT-E.1. Locate and interpret minor or subtly stated details in passages and discern which ideas or arguments they support.

Example: Students read a selection of contemporary and historical essays from authors such as Susan B. Anthony (women's rights), W.E.B. DuBois (civil rights), Dee Brown (Native American point of view), and Rachel Carson (the environment). Students analyze each author's unstated philosophical assumptions about the subject and interpret how the details support the arguments made.

11.IT-E.2. Make relevant inferences, comparisons, and generalizations that reveal a feeling for the subtleties in relationships between and among the ideas in passages.

Example: Students read and interpret ideas of In the Spirit of Crazy Horse by Peter Matthiessen, which recounts the story of the Sioux people from the lost battles for their land, to the bitter internal divisions and radicalization of the 1970s and, finally, to the present-day revival of Sioux cultural pride.

11.IT-E.3. Critique the consistency and clarity of the text's (author's) purposes.

Example: Students read The Assassination of Lincoln: History and Myth by Lloyd Lewis and John Wilkes Booth: A Sister's Memoir by Asia Booth Clarke and evaluate how each communicates information to the reader and which style is more effective for the reader.

11.IT-E.4. Distinguish among different kinds of evidence used to support conclusions (e.g., logical, empirical, anecdotal).

11.IT-E.5. Describe how sentence variety affects the overall effectiveness of an expository essay.

11.IT-E.6. Relate primary source documents (nonliterary) to the historical events of their time.

Example: Students relate Emma Lazarus' "The New Colossus" (1883) and Younghill Kang's East Goes West (1937) to the wave of immigration to America in the late 19th and early 20th centuries.

DOCUMENT AND PROCEDURAL TEXT

11.IT-DP.7. Analyze the structures of document and procedural text (e.g., their format, graphics, and headers) to determine how authors use these features and textual elements to achieve their purposes.

Example: Students analyze job applications for their format and graphics. As an added exercise students compare and contrast online and hardcopy applications.

11.IT-DP.8. Analyze the graphic representations within technical research documents for their clarity and relevance.

Strand: Informational Text *(continued)***ARGUMENT AND PERSUASIVE TEXT**

11.IT-A.9. Identify an author's implicit and stated assumptions about an issue based on evidence in the selection.

Example: Identify the assumptions and key ideals embodied in the Bill of Rights and the Declaration of Independence, and discuss how these concepts continue in American society today.

11.IT-A.10. Recognize common fallacies such as the appeal to pity, the personal attack, double-speak, the appeal to common opinion, and the false dichotomy; understand why these fallacies do not prove the point being argued.

11.IT-A.11. Evaluate the arguments an author uses in a speech or op-ed to refute opposing or counterarguments and address reader or listener concerns.

Example: Evaluate documents in support of and against an issue. Address such issues as how supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.

11.IT-A.12. Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement, and understatement in text, and explain their effect on the reader.

Example: Students analyze the impact of the author's style in works such as "I Will Fight No More Forever" by Chief Joseph.

Strand: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)***CONNECTIONS**

11.LT-C.1. Relate literary works and their authors to the seminal ideas of their time.

Example: Students read Benito Cereno by Herman Melville, which uses time and setting to make a point about slavery and revolts. Melville sets the novella before the first documented slave revolt. Students imagine what the novella might mean to readers at the time had Melville set the book during the time it was written and not several years earlier.

GENRE

11.LT-G.2. Compare (and contrast) works within a creative genre that deal with similar themes (e.g., compares two short stories or two novels).

Example: Analyze the development of the theme of self-reliance, as shown in works such as "Self-Reliance" by Ralph Waldo Emerson and "Floyd Patterson: The Essence of a Competitor" by Joyce Carol Oates.

THEME

11.LT-T.3. Apply knowledge of the concept that a text can contain more than one theme.

Example: Students analyze multiple themes in such novels as Twain's The Adventures of Huckleberry Finn, Steinbeck's The Grapes of Wrath, and/or Salinger's The Catcher in the Rye.

Strand: Literary Text (continued)

FICTION

11.LT-F.4. Analyze how satire works.

Example: Students interpret satire in various writings of Mark Twain.

11.LT-F.5. Analyze, evaluate, and apply knowledge of how authors use techniques and elements (mood, characterization, point of view) in fiction for rhetorical and aesthetic purposes to engage the audience.

Example: Students read and analyze Louise Erdrich's Love Medicine, a collection of short stories told by multiple narrators.

LITERARY NONFICTION

11.LT-LNF.6. Distinguish the literary qualities of several well-known biographies or several well-known speeches.

Example: Students read the biographies of John Adams and Harry Truman by David McCullough and discuss the literary qualities of each.

11.LT-LNF.7. Analyze foundational U.S. documents for their historical and literary significance (e.g., the Declaration of Independence, the Federalist Papers, the Preamble to the U.S. Constitution, Abraham Lincoln's Gettysburg Address, Martin Luther King's "Letter from Birmingham Jail").

Example: Students read Martin Luther King's "Letter from Birmingham Jail" looking for distinct arguments driven by (1) ethos, (2) pathos, and (3) logos. Students divide into three groups, so each focuses on one aspect. They also use King's "Letter from Birmingham Jail" for work on rhetorical questions, inductive/deductive arguments, and appeals. Students read sections of the letter out loud while others respond to hearing it. They contemplate how an essay like King's letter works on the page and out loud.

POETRY

11.LT-P.8. Explain how meaning is enhanced through various features of poetry including sound (e.g., rhythm, repetition, alliteration, consonance, assonance), structure or prosody (e.g., meter, rhyme scheme), and graphic elements (e.g., line length, punctuation, word position).

Example: Students read and compare five poetic approaches to a topic. For example, students compare the different poetic responses to faith in a poem by Billy Collins, one by Louise Glück, and one by Carl Phillips.

DRAMA

11.LT-D.9. Identify and analyze how dramatic conventions (monologue, soliloquy, chorus, aside, dramatic irony) support or enhance dramatic text.

Example: Students select a soliloquy from Shakespeare's Macbeth, a monologue from Pirandello's Six Characters in Search of an Author, or the lines from a chorus in a Greek play such as Euripides' The Bacchae; analyze its purpose and effects in the play; deliver the speech; and discuss the interpretation of it with the class.

STYLE AND LANGUAGE

11.LT-S.10. Interpret figurative language, including imagery, personification, figures of speech, hyperbole, symbolism, allusion, and allegory, with emphasis on how the writer uses language to evoke readers' emotions.

Example: Students consider style in John Steinbeck's writing. They experiment rewriting Steinbeck's passages in a variety of ways to underscore the importance of taste and aesthetic considerations in writing.

11.LT-S.11. Analyze patterns of imagery or symbolism and connect them to theme and/or tone and mood.

Example: Students track image patterns in Shakespeare's Richard II. Students record image patterns in journals and discuss these trends, and then they search for other image patterns online. Students complete the unit by writing essays that trace and interpret one image pattern, connecting it to important themes in the play.

TRADITIONAL NARRATIVE AND CLASSICAL LITERATURE

11.LT-TN.12. Demonstrate knowledge of 18th- and 19th-century foundational works of American literature, including works by authors such as Emily Dickinson, Frederick Douglass, Ralph Waldo Emerson, Benjamin Franklin, Nathaniel Hawthorne, Herman Melville, Edgar Allan Poe, Henry David Thoreau, and Mark Twain.

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

11.R.1. Formulate original, open-ended questions to explore a topic of interest; design and carry out research.

- Define and narrow a problem or research topic.
 - Gather relevant information from a variety of print and electronic sources (books, magazines, newspapers, journals, periodicals, the Internet), as well as from direct observation, interviews, and surveys.
 - Skim and scan text to locate specific facts and important details by using organizational features (e.g., table of contents, headings, captions, bold print, italics, glossaries, indexes, key/guide words, topic sentences, concluding sentences, endnotes, footnotes, bibliographic references) in expository text.
 - Organize information from both primary and secondary sources by taking notes, outlining ideas, and paraphrasing information and by creating charts, conceptual maps, and/or timelines.
 - Make distinctions about the origins, credibility, reliability, consistency, strengths, limitations, and overall quality of resources, including information gathered from Web sites.
 - Present research using the standards in the Writing strand and, when appropriate, incorporating two or more media (e.g., sound, animation, digital photography, video capture).
 - Document information and quotations, and use a consistent format for footnotes or endnotes.
 - Use standard bibliographic format to document sources (e.g., MLA, APA, CMS).
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Example: Students study and research a collection of writings on race relations from Randall Kennedy, a professor at Harvard Law School. They follow Kennedy's historical and critical writing and then write position papers of their own.

Strand: Writing (Continue to address earlier standards as needed and as they apply to more difficult text.)

IMAGINATIVE WRITING

11.W-I.1. Write poems using a range of forms and techniques (structural elements, sounds, figurative language, and graphics).

Example: Students listen to, write and engage in a poetry slam – the competitive art of performance poetry – as a means of paying attention to writing and performance. Poets step up to the mic and perform a poem of their own construction, style, and subject within a three-minute time limit. A group of judges selected from the audience scores each poem on a scale of 0 to 10, considering both content and performance.

EXPOSITORY WRITING

11.W-E.2. Write interpretations of literary or expository reading that

- demonstrate a grasp of the theme or purpose of the work;
- analyze the language and unique aspects of text;
- support key ideas through accurate and detailed references to the text or to other works;
- demonstrate awareness of the effects of the author's stylistic and rhetorical devices; and
- include information on the validity and reliability of all relevant perspectives.

Example: Students provide in-depth details regarding the meaning of Shakespearean sonnets using technical poetic language about meter and rhyme and using common speech.

11.W-E.3. Write essays of analysis (proposals) that

- present a coherent thesis that conveys a clear and distinctive position or generalization;
- use an organizing structure that balances all aspects of the piece and makes effective transitions between sentences and ideas to unify key ideas;
- include key ideas within the body of the composition through use of supporting evidence such as scenarios, commonly held beliefs, hypotheticals, and/or definitions;
- offer objective presentation of alternate views by quoting the words of the proponents of those alternate views in context;
- use effective rhetorical techniques;
- include logical argumentation that incorporates textual evidence for each assertion; and
- provide effective introductory and concluding paragraphs that guide and inform the reader's understanding of key ideas and evidence.

Example: Students choose a controversial topic or one that is highly debatable for three different audiences. They discuss changes in vocabulary, tone and ethos depending on audience. Students acknowledge and then dispense with the opposition's point of view or argument before proceeding. Then they organize a paper that uses the following paragraph format: (p1) introduce the paper topic and thesis, (p2) acknowledge and dispense with the opposition, (p3–p5) present the evidence, and (p6) conclude the paper.

Strand: Writing *(continued)***EXPOSITORY WRITING (CONTINUED)****11.W-E.4.** Write historical investigation reports that

- use exposition, narration, description, argumentation, exposition, or some combination of rhetorical strategies to support the main proposition;
- analyze several historical records of a single event, examining critical relationships between and among elements of the research topic;
- explain the perceived reason(s) for the similarities and differences using information derived from primary and secondary sources to support or enhance the presentation; and
- include information on all relevant perspectives, considering the validity and reliability of sources.

Example: Students research the efforts of groups once excluded from the privileges of American citizenship to overcome prejudice and discrimination and secure the freedom and equality promised in the Declaration of Independence and the Constitution.

REVISION

11.W-R.5. Revise writing to improve style, word choice, sentence variety, and subtlety of meaning after rethinking how well questions of purpose, audience, and genre have been addressed.

Strand: Media *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

11.M.1. Analyze the possible effects of media on elections, images of leaders, and public attitudes, using evidence directly from the media or from the writings of commentators on the media.

Example: Students research and compare how elections are covered in the United States and internationally. For example, some countries institute "black out" periods in which no news can be reported on an ongoing election until all voting precincts have closed.

11.M.2. Analyze the techniques used in media messages for a particular audience, and evaluate their effectiveness.

Example: Students evaluate the impact of Orson Welles' radio broadcast of War of the Worlds.

11.M.3. Recognize how visual and sound techniques or design (such as special effects, camera angles, and music) carry or influence messages in various media.

Example: Students go to Web sites that are visual, auditory, and nonlinear in nature. They evaluate the effectiveness of the visual design and sound effects and the accuracy and organization of the text and visual information.

11.M.4. Create coherent media presentations that synthesize information from several sources.

Example: In preparation for a local election, students in a television production class prepare for a debate among the candidates. They write an introductory script and questions for the candidates, then plan how they will use three cameras: a wide-angle view of all candidates on stage; a close-up view of each candidate for answers and reaction shots; and reaction shots of the audience.

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

- 11.EL.1.** Demonstrate control of grammar, paragraph and sentence structure, diction, and usage.
- 11.EL.2.** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
- 11.EL.3.** Reflect appropriate manuscript requirements in writing.